

APPENDIX C

CAHSEE School Site Testing Coordinator Survey—Spring 2001

| |
|--------------|
| School Name: |
|--------------|

1. What is your position?

- ☐ Principal
- ☐ Assistant Principal
- ☐ Test Coordinator
- ☐ Counselor
- ☐ Teacher
- ☐ Other (please specify)

☐ E-LA only

☐ Math only

☐ E-LA and Math

- ☐ CDE workshop
- ☐ Directions for school site testing coordinator
- ☐ Directions for test administrator
- ☐ District workshop
- ☐ Other (please specify)

[illegible]

☐ No

☐ Yes (please describe)

[illegible]

☐ No

☐ Yes (please describe)

[illegible]

7. What did you do to prepare proctors and monitors? (Mark all that apply.)

- ☐ No preparation
☐ Conducted workshop
☐ Distributed excerpts of AIR manuals
☐ Developed step-by-step procedure
☐ Described general requirements
☐ Other (please specify) _____

8. Did you take advantage of the option to have NCS pre-code answer sheets?

- ☐ No
☐ Yes

9. Will you take advantage of the pre-coding option for the next administration?

- ☐ No
☐ Yes
☐ Not sure

10. What proportion of students in each category do you estimate you tested?

| | None | Fewer than Half | About Half | Most | All Present |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| English Learners (EL) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Special Ed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. Overall, how does the achievement level of the 9th graders who took the test compare with that of all 9th graders in your school?

- ☐ Much lower
☐ Lower
☐ About the same
☐ Higher
☐ Much higher

12. What accommodations did you provide for:

| | Special Education Students? (Mark all that apply.) | EL students? (Mark all that apply.) |
|-----------------------|---|--|
| Calculators | <input type="radio"/> | <input type="radio"/> |
| Word glossary | <input type="radio"/> | <input type="radio"/> |
| Scribe | <input type="radio"/> | <input type="radio"/> |
| Reader | <input type="radio"/> | <input type="radio"/> |
| Braille | <input type="radio"/> | <input type="radio"/> |
| Large format booklets | <input type="radio"/> | <input type="radio"/> |
| Other (specify) _____ | <input type="radio"/> | <input type="radio"/> |

13. Do you expect to provide more accommodations the next time you administer CAHSEE?

- ☐ No
☐ Yes (please specify) _____

14. What did you do with students who finished the first section early?

- ☐ Had them go directly to the second section
☐ Had them stay in the room until the scheduled break
☐ Had them wait outside the room until the scheduled break
☐ Other (please specify) _____

15. What did you do with students who had not finished by the break between sessions?

- ☐ All students finished by the time scheduled for the break
☐ Delayed the break until all students had finished
☐ Had all students take the break and, if needed, finish the section after the break
☐ Had students who were not finished work through the break
☐ Moved students who were not finished to another room
☐ Other (please specify) _____

16. What did you do with students who had not finished by the time lunch was scheduled?

- ☐ All students finished by lunch
☐ Released students to lunch and had them come back to finish
☐ Had students work through lunch
☐ Other (please specify) _____

☐ Special school-wide activity

☐ Regular classes but revised schedule

☐ Regular classes and regular schedule

☐ Other (please specify) _____

- ☐ Higher attendance than normal
- ☐ No impact
- ☐ Lower attendance than normal

- ☐ Higher attendance than normal
- ☐ No impact
- ☐ Lower attendance than normal

- ☐ Guide individual counseling decisions
- ☐ Revise current courses
- ☐ Design remedial courses
- ☐ Other (please specify)

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Thank you for your cooperation.